

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course number:** SW694R/394S  
Clinical Social Work

**Instructor's name:** as assigned

**Unique number:** as assigned

**Office number:**

**Semester:** Spring 2012

**Office phone:**

**Meeting time/place:** as assigned

**Office hours:**

**FIELD INSTRUCTION III AND IV  
CLINICAL CONCENTRATION**

**I. Course Description**

Building on Field Instruction II, this nine credit hour course is a 540 hour supervised practicum within an organization that provides clinical social work services. The internship addresses the continued application of behavioral and practice theory to practice at an advanced level as related clinical practice in human service provision. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency.

Prerequisites: Students must have completed all core course work except the Capstone course which is taken concurrently.

**II. Standardized Course Objectives**

Students of both concentrations will be expected to satisfy the following overarching field objectives:

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

Social Justice: Students will evaluate, differentiate, and apply professional roles, functions, and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (CL/APB 5)

Ethics and Values: Students will critically examine personal values, attitudes, and expectations to enhance professional self-awareness and will demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CL/APB 2)

Professional Use of Self: Students will integrate and apply the differential use of self in professional relationships to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CL/APB 1)

Accountability and Commitment to Professional Development: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. (CL/APB 2, 10d)

Cultural Competence: Students will analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CL/APB 2, 4)

### **III. Clinical Concentration Field Objectives**

1. Theory and Practice Frameworks: Student demonstrates the ability to utilize empirically based theories, knowledge, and best/promising practices. (CL/APB 3, 6, 7)

2. Assessment: Student demonstrates the ability to select from multiple perspectives in order to effectively examine client strengths and issues. (CL/APB 3, 10b)

3. Intervention Planning: Student demonstrates the ability to construct intervention plans that specify measurable outcomes and delineate measurable treatment objectives. (CL/APB 4, 10c)

4. Critical Thinking: Student demonstrates the ability to use critical thinking skills in selecting, prioritizing, implementing, and evaluating interventions, and other aspects of social work practice. (CL/APB 6, 8, 10d)

5. Practice Evaluation: Student demonstrates the ability to initiate evaluation of his/her practice effectiveness. (CL/APB 6, 10c)

6. Termination: Student demonstrates the ability to engage client systems in the process of termination, including methods of maintaining gains and access to needed resources. (CL/APB10d)

7. Relational Skills: Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (CL/APB 10a)

8. Self-Disclosure: Student demonstrates self-awareness and the ability to appropriately utilize professional self-disclosure, to enhance the client/worker relationship. (CL/APB 1)

9. Monitor Triggers: Student will demonstrate the ability to recognize and monitor his/her own emotional reactions (i.e., transference/countertransference, avoidance, over-identification, personalization, etc.) to clients and their situations. (CL/APB 1)

10. Program Evaluation: Student demonstrates the ability to identify and evaluate agency programs in relation to client needs. (CL/APB 8, 9)

11. Leadership Skills: Student demonstrates the ability to utilize leadership skills. (CL/APB 9)

#### **IV. Teaching Methods**

Methods will be individualized to each agency setting.

#### **V. Required and Recommended Texts and Materials**

*Student Guide to Graduate Field*, individualized readings, as assigned, focused on special populations served in field setting and specialized problem areas.

#### **VI. Course Requirements**

**HOURS.** Students enrolled for **block placement** and placed either within or outside the Austin area must meet a minimum of 540 hours in their agencies. Students selecting block placement should register for SW694R/394S concurrently.

Students selecting to take **extended block** must be in field placement for a minimum of 540 hours (i.e., 16-20 hours a week for two semesters), regardless of the location of the placement. Current policy stipulates that a student choosing that option register for each of the final field courses separately and that all work for SW694R should be completed before entering SW394S.

It is the student's responsibility to register for the appropriate prerequisite course(s) for field including the concurrent SW385T Capstone course which is only offered in the spring.

**ATTENDANCE.** The student must make up time, regardless of the reason for the absence. Such arrangements should be made as quickly as possible with the agency-based Field Instructor. The plans and fulfillment of required make-up should be shared in writing with the Faculty Liaison. **The classroom hours for the Capstone course do not count toward the 540 field hours.**

**EDUCATIONAL CONTRACT.** A written educational contract is to be developed by the student, approved by the Field Instructor, and submitted to the Faculty Liaison by the end of the second week in placement. In general, this document should serve as a guide for (1) development of field assignments; (2) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice. Periodic review and modification(s) of the contract are recommended. Copies of modified contracts are to be shared as quickly as possible with the Faculty Liaison.

**PROCESS RECORDING, AUDIO OR VIDEO RECORDING, COMPREHENSIVE ASSESSMENTS.** Any or all of these recordings may be assigned by the Field Instructor and/or the Faculty Liaison. More specific guidelines for the various types of recordings are available through the Field Office or may be developed by either the Field Instructor or the Faculty Liaison. All students have a minimum requirement of completing two process recordings over the course of the internship.

**AGENCY RECORDING.** Additional agency recordings may be assigned by the Field Instructor(s). This is to be available to the Faculty Liaison at the time of scheduled site visits. If the agency has minimal recording requirements, the Faculty Liaison and/or the Field Instructor may require additional written assignments which can address professional accountability requirements as well as educational needs.

**EVALUATION.** At mid-term, any area(s) of the objectives or educational contract in which the student is not expected to perform must be identified in writing. A narrative self-evaluation

addressing both course objectives and the student's professional development based on the educational contract, must be written, typed, and submitted to the Field Instructor and the Faculty Liaison one week prior to the *final* evaluation conference. Subsequently, it is the Field Instructor's responsibility to complete the School's Final Evaluation of the student's performance based on the course objectives and educational contract, and to submit it to the School. In the event there is disagreement between the student's self-evaluation and the content of the final evaluation, the student has a right to submit a written addendum to the final evaluation. The format for the self-evaluation and the final evaluation instrument are provided by the Field Office and found in the *Student Guide to Graduate Field*, the *Field Instructor's Manual*, and on the SSW website.

**MALPRACTICE INSURANCE.** Students must be covered by an adequate malpractice insurance policy before beginning field. The School of Social Work, through the Office of Field Education, makes information available for students to purchase this policy prior to entering field.

**GRADING.** The grades of credit, no credit, or incomplete will be assigned by the Faculty Liaison. Credit reflects satisfactory and consistent performance in the field.

## **VII. Class Policies**

Students are responsible for the content in the *Student Guide to Graduate Field* concerning field policies.

**SAFETY IN FIELD.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Students are responsible for presenting the letter to their Faculty Liaison and Field Instructor at the beginning of the semester so that needed accommodations can be discussed. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify their instructor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the University informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL)** If students are worried about a UT employee or student who is acting differently in a way that raises safety concerns, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about that individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

#### **VIII. Course Schedule**

Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the students' requirement of working 36-40 hours per week in field (16-20 hours per week for extended block).

#### **IX. Bibliography**

*Student Guide to Graduate Field* available at <http://www.utexas.edu/ssw/field/forms/>.  
Others as assigned by agency Field Instructor and/or Faculty Liaison.